

## Black History Month Essay Rubric for

	Excellent 4	Good 3	Okay 2	Needs Work 1	Needs Major Work 0
<b>Development</b>	The writing is clear, consistently focused, and shows a complete understanding of the prompt. Ideas are fully developed by using logical and convincing reasoning, well-chosen textual evidence, and details that are specific, relevant, and accurate.	The writing is generally clear and focused, and shows a general understanding of the prompt. Ideas are developed by using logical reasoning, sufficient and appropriate textual evidence, and descriptions and details that are, for the most part, relevant and accurate.	The writing is vague and shows only a partial understanding of the prompt. Ideas are somewhat developed by using some reasoning, textual evidence, descriptions, and details that may be irrelevant or may be merely listed.	The writing is unclear, and shows a lack of understanding of the prompt. Ideas are developed with limited reasoning and textual evidence. Details are irrelevant or inaccurate.	The writing is unclear, shows no understanding of the prompt, and uses no reasoning with little to no textual evidence. Details are irrelevant or inaccurate.
<b>Organization</b>	The writing demonstrates evidence of planning and a purposeful, logical progression of ideas. Words and transitions are used effectively and efficiently to clarify the relationships among claims and evidence. The writing forms a fully-cohesive response.	The writing demonstrates evidence of planning and a progression of ideas. Words and transitions are used effectively to clarify the relationships among claims and evidence. The writing forms a cohesive response.	The writing demonstrates evidence of planning with some logical progression of ideas. Words and transitions are used somewhat consistently to clarify the relationships among claims and evidence. The writing is overly simplistic.	The writing shows an attempt at planning, but the progression of ideas is not always logical. Words and transitions are used sparingly or ineffectively to clarify the relationships among claims and evidence. There is a lack of cohesiveness or clarity.	The writing lacks evidence of planning or a progression of ideas. Words and transitions are lacking or used ineffectively to clarify the relationships among claims and evidence.
<b>Language</b>	The writing establishes and maintains appropriate tone. Word choice is precise, effective, and purposeful. Sentences are fluent and varied in length and structure. The writing demonstrates a consistent command of punctuation, capitalization, and grammar. The writing contains no errors.	The writing establishes and maintains appropriate tone. Word choice is mostly precise, effective, and purposeful. Sentences are fluent. The writing demonstrates a command of the conventions of punctuation, capitalization, spelling, and grammar. The writing contains a few errors.	The writing maintains appropriate tone. Word choice is limited or repetitive. Sentences show little variety in length and structure, and some may be awkward. The writing demonstrates an inconsistent command of punctuation, capitalization, spelling, and grammar. The writing contains some errors.	The writing maintains appropriate tone. Word choice is limited and repetitive. Sentences show little or no variety in length and structure, and many are awkward. The writing demonstrates a limited command of the conventions of punctuation, capitalization, spelling, and grammar. The writing contains many errors.	Words are simple or inappropriate to the task. The sentences contain errors in construction or are simple and lack variety, making the essay difficult to read. The writing demonstrates very limited command of punctuation, capitalization, spelling, and grammar. The writing contains egregious errors.
_____ (Development) + _____ (Organization) + _____ (Language) = _____ x 8 = _____ + 4 (Curve) = _____ = _____					

See the back of this rubric for specific comments. If you have questions about your grade, schedule an appropriate time (not during class) to speak with Mr. Stapleton.